

THINKING DOING BEING



Reflective Journal

<p>Tips on how to organize the reflective journal</p> <ul style="list-style-type: none"> • Record date • Enter new learning on odd pages • Leave the even pages blank for future reflections • Give a title for each entry • Build Table of Contents based on titles for future reference • Color code key concepts or themes by using a highlighter or Post-it tabs on both the entry and the Table of Contents 	<p>Rationale for using a reflective journal</p> <ul style="list-style-type: none"> • To encourage learner reflection • To practice metacognition • To allow for thinking time before socialization • To bridge personal learning and group interaction • To organize learning for future reviews • To self-regulate and self-assess • To create ownership
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Table of Contents

Page

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Table of Contents *continued*

Page

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Date: _____

If you don't like something,
change it.
If you can't change it,
change your attitude.
Don't complain.
-Maya Angelou, poet and author

Date: _____

[illegible]

Date: _____

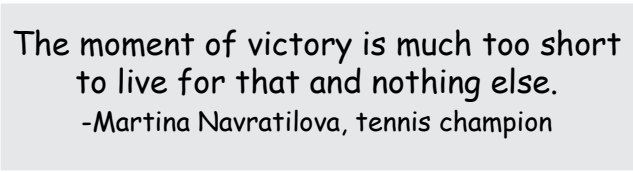
Whether you think
you can or not,
you are right.

- Henry Ford, founder of Ford Motor Company

Date: _____

[illegible]

This image shows a full page of white paper with horizontal grey lines for writing. At the bottom right, there is a small circular icon of a clock face with black hands pointing to approximately 1:50. To the right of the clock icon, there is a quote in English: "The moment of victory is much too short to live for that and nothing else." followed by "-Martina Navratilova, tennis champion".



Date: _____

[illegible]

Date: _____

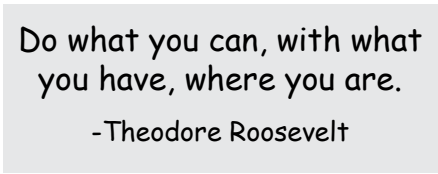
My interest is in the future because I am going to spend the rest of my life there.

-Charles F. Kettering, inventor

Date: _____

[illegible]

This image shows a full page of white paper with horizontal grey ruling lines. At the bottom right, there is a small black-and-white line drawing of an apple with a single leaf and a bite taken out of its right side. To the right of the apple, the following text is printed: "Do what you can, with what you have, where you are." followed by "-Theodore Roosevelt" on the next line.



Date: _____

[illegible]

Date: _____

If you want to be successful,
don't give or take excuses.
-Florence Nightingale, English nurse

Date: _____

[illegible]

Date: _____

This image shows a full page of white paper with horizontal grey ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a small rectangular area containing a yellow spiral graphic and a quote in black text.

A simple yellow spiral graphic with a black outline, located in the bottom right corner of the page.

A person who angers you
conquers you.

-Elizabeth Kenny, Australian nurse

Date: _____

[illegible]

Date: _____

If you think you're leading and
look behind and no one is following,
you're just out for a walk.

-Alan Zimmerman

Date: _____

[illegible]

Date: _____

[illegible]

Date: _____

What you know and the
effect of what you know on
student learning
are more important than whom
you know or what your title is.
-Richard Elmore

Date: _____

[illegible]

Date: _____

[illegible]

Date: _____

Relationships among educators within a school range from vigorously healthy to dangerously competitive.
Strengthen those relationships, and you improve professional practice.
-Roland Barth

Date: _____

[illegible]

Date: _____

[illegible]

[illegible]

Habits are first cobwebs,
then cables.
-Spanish proverb



Date: _____

[illegible]

Date: _____

I will not permit people
to narrow and degrade
my soul by making me
hate them.
-Booker T. Washington

Date: _____

[illegible]

Date: _____

[illegible]

Date: _____

Empowerment,
recognition, satisfaction
and success come only
from being an active
participant within a
masterful group—
a group of colleagues.
-Roland Barth

Date: _____

[illegible]

Date: _____

[illegible]

Date: _____

[illegible]

Good teaching is unquestionably the thing that matters most. Studies show students with effective teachers showed 6 times greater gains than those with the least effective teachers, regardless of the students' background.

-Kati Haycock, Iowa FINE Conference

Date: _____

[illegible]

IOWA TEACHING STANDARDS

1. Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

2. Demonstrates competence in content knowledge appropriate to the teaching position.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

3. Demonstrates competence in planning and preparing for instruction.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

4. Uses strategies to deliver instruction that meets the multiple learning needs of students.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

5. Uses a variety of methods to monitor student learning.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

6. Demonstrates competence in classroom management.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

7. Engages in professional growth.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

8. Fulfills professional responsibilities established by the school district.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Iowa's School Leadership Standards and Criteria

Standard #1	<p>An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)</p> <p>The administrator:</p> <ol style="list-style-type: none"> In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. Uses research and/or best practices in improving the educational program. Articulates and promotes high expectations for teaching and learning. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals. Provides leadership for major initiatives and change efforts. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
Standard #2	<p>An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)</p> <p>The administrator:</p> <ol style="list-style-type: none"> Provides leadership for assessing, developing and improving climate and culture. Systematically and fairly recognizes and celebrates accomplishments of staff and students. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students. Monitors and evaluates the effectiveness of curriculum, instruction and assessment. Evaluates staff and provides ongoing coaching for improvement. Ensures staff members have professional development that directly enhances their performance and improves student learning. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan. Promotes collaboration with all stakeholders. Is easily accessible and approachable to all stakeholders. Is highly visible and engaged in the school community. Articulates the desired school culture and shows evidence about how it is reinforced.
Standard #3	<p>An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)</p> <p>The administrator:</p> <ol style="list-style-type: none"> Complies with state and federal mandates and local board policies. Recruits, selects, inducts, and retains staff to support quality instruction. Addresses current and potential issues in a timely manner. Manages fiscal and physical resources responsibly, efficiently, and effectively. Protects instructional time by designing and managing operational procedures to maximize learning. Communicates effectively with both internal and external audiences about the operations of the school.
Standard #4	<p>An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)</p> <p>The administrator:</p> <ol style="list-style-type: none"> Engages family and community by promoting shared responsibility for student learning and support of the education system. Promotes and supports a structure for family and community involvement in the education system. Facilitates the connections of students and families to the health and social services that support a focus on learning. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
Standard #5	<p>An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)</p> <p>The administrator:</p> <ol style="list-style-type: none"> Demonstrates ethical and professional behavior. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. Fosters and maintains caring professional relationships with staff. Demonstrates appreciation for and sensitivity to diversity in the school community. Is respectful of divergent opinions.
Standard #6	<p>An educational leader promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)</p> <p>The administrator:</p> <ol style="list-style-type: none"> Collaborates with service providers and other decision-makers to improve teaching and learning. Advocates for the welfare of all members of the learning community. Designs and implements appropriate strategies to reach desired goals.